



LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade | Unit 3**

LANGUAGE ARTS 1003

Writing Effective Sentences

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Writing Effective Sentences

Introduction

This LIFEPAK® is designed to increase your understanding of sentence structure and to improve your skills in writing effective sentences. A knowledge of sentence structure is necessary preparation for writing good sentences. A knowledge of sentence structure will also help you to appreciate well written prose. Skillful authors use verbals, phrases, and clauses to enliven their writing. You will find that employing these devices makes your own writing more colorful. Writing can be a pleasure; it need not be a chore.

In this LIFEPAK you will review the principles of sentence structure. You will work with verbals, phrases, and sentences, expanding your knowledge of the possible methods of varying sentence structure. You will have the opportunity to apply this knowledge by writing sentences and paragraphs of your own.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAK. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAK, you should be able to:

1. Distinguish participles used as adjectives from verb phrases.
2. Distinguish between present participles and gerunds.
3. Recognize and use infinitives.
4. Distinguish between present participial phrases and gerund phrases.
5. Use infinitive, gerund, and participial phrases.
6. Distinguish between adverb and adjective phrases.
7. Identify and construct simple, compound, complex, and compound-complex sentences.
8. Diagram sentences.

1. VERBALS

Verbals are verb forms that function as nouns or modifiers, although they retain characteristics of verbs. Gerunds and present participles are similar in form, but participles are used as adjectives, and gerunds function as nouns.

Infinitives can be used as nouns, adjectives, or adverbs.

In this section you will learn to recognize the three forms and to use them in your own writing.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Distinguish participles used as adjectives from verb phrases.
2. Distinguish between present participles and gerunds.
3. Recognize and use infinitives.
8. Diagram sentences.

Vocabulary

Study this word to enhance your learning success in this section.

indicative

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the glossary.

PARTICIPLES

Participles are verbal forms used as adjectives. The present participle is formed by adding *-ing* to the verb stem. Frequently the participle, like a common adjective, comes immediately before the modified noun as in the example, *She went through the swinging door*. The participle *swinging* modifies *door*, telling the reader that the door is moving and helping him to visualize the motion.

A participle also may follow a noun, as in the sentence, *The child, crying, ran down the street*. The present participle *crying* follows *child*, the modified noun. The present participle can come first, as in this sentence: *Smiling, the girl greeted her friend*. The participle is set off by a comma from the rest of the sentence.

The past participle is one of the three *principal parts* of a verb. The other two are the first person singular forms of the present **indicative** and the past indicative. The perfect tenses

use *has, have, or had* with the past participle. *Regular verbs* ordinarily have the same form for the past tense and the past participle, usually *-d, -ed, or -t* added to the verb stem. *Use, used, used* is a regular verb. *Go, went, gone* is *irregular*; its second and third principal parts are not the same. Other irregular verbs include *break, fly, and write*.

Compare the formation of tenses of a regular and an irregular verb. The italicized forms are past participles.

| Regular | Irregular |
|---------------------------|---------------------------|
| He likes | He eats |
| He liked | He ate |
| He has <i>liked</i> | He has <i>eaten</i> |
| He will like | He will eat |
| He had <i>liked</i> | He had <i>eaten</i> |
| He will have <i>liked</i> | He will have <i>eaten</i> |



Write the principal parts of these verbs.

| present tense | past tense | past participle |
|---------------|------------|-----------------|
| 1.1 I eat | a. I _____ | b. I had _____ |
| 1.2 I feel | a. I _____ | b. I had _____ |
| present tense | past tense | past participle |
| 1.3 I sing | a. I _____ | b. I had _____ |
| 1.4 I love | a. I _____ | b. I had _____ |
| 1.5 I know | a. I _____ | b. I had _____ |

Write the present and past participle forms of these verbs.

| verb | present participle | past participle |
|--------------|--------------------|-----------------|
| 1.6 ring | a. _____ | b. _____ |
| 1.9 help | a. _____ | b. _____ |
| 1.10 prove | a. _____ | b. _____ |
| 1.11 shrink | a. _____ | b. _____ |
| 1.12 swim | a. _____ | b. _____ |
| 1.13 justify | a. _____ | b. _____ |
| 1.14 drive | a. _____ | b. _____ |

Many biblical writers used participles effectively. Note how Paul used both past and present participles in this passage from First Corinthians:

Now *concerning* spiritual gifts, brethren, I would not have you ignorant. Ye know that ye were gentiles, *carried* away unto these dumb idols, even as ye were led. Wherefore I give you to understand, that no man *speaking* by the Spirit of God calleth Jesus *accursed*; and that no man can say Jesus is the Lord, but by the Holy Ghost.

In the following examples, participles are used in verb phrases and as adjectives.

Examples:

He has *learned* his lesson.

Carried along by the tide, the boat moved out to sea.

Broken by the wind, the sail was useless.

She received a letter *written* by her mother.

Received at Christmas, the bad news was especially hard to bear.



In the following sentences underline the participle, then write the word the participle modifies in the blank.

- 1.15 _____ A snail weighing a third of an ounce can pull eight pounds.
- 1.16 _____ Singing joyfully, they gathered around the campfire.
- 1.17 _____ The meeting scheduled for April 25 has been postponed.
- 1.18 _____ Smiling pleasantly, the woman opened the door.
- 1.19 _____ Traveling at a high speed, the car went out of control.
- 1.20 _____ The child standing in the corner looks unhappy.
- 1.21 _____ Joe, injured by the ball, left the game.
- 1.22 _____ The man digging in the quarry helped us find our baseball.
- 1.23 _____ One day my friend, excited about her new bicycle, called me on the phone.
- 1.24 _____ Talking rapidly, she gestured with her hands to emphasize her point.

Rewrite the following sentences using participles in place of the italicized words.

- 1.25 Some people find fault with their food and *they show bad manners*.

- 1.26 I turned the wheel sharply *so that I could avoid an accident*.

- 1.27 He read the book and *he enjoyed a day of leisure*.

- 1.28 Mrs. Brown quickly took attendance *when she arrived at eight o'clock*.

Complete this activity.

1.29 Underline the participles in the following sentences.

Draw an arrow from each participle to the noun or pronoun it modifies.

- a. Thrashing into the air, the helicopter attained a height of forty feet.
- b. Yelling loudly, the angry fan protested the decision of the umpire.
- c. Examining the jewelry and discussing the prices, the shoppers crowded around the sale counters.
- d. Falling continually, the heavy, wet snow meant the beginning of the skiing season.
- e. Food kept in a good freezer lasts indefinitely.
- f. Hearing a loud crash, we rushed to the window.
- g. Running swiftly, he was able to overtake the child.
- h. The students sitting in the first row were noisy.
- i. Loping along, the rabbit thought he could beat the tortoise easily.
- j. Growling under his breath, the man went out to start the car.

Compare these two sentences:

Mary was *learning* rapidly.

Learning quickly, Mary was soon at the head of her class.

In the first sentence *learning* is used with the auxiliary verb *was*; in the second *learning*, with a modifier, tells how Mary came to be at the head of her class. To distinguish a verb phrase from a participle used as an adjective, remember that the participle will never have a helping verb, whether it is used before or after the subject. The past tense form of a regular verb can be distinguished from a past participle used as an adjective by its function in the sentence.

Complete this activity.

1.30 Underline the *-ing* or *-ed* form(s) in the following sentences. Write *VP* if the form is used in a verb phrase and *P* if it is used as a participle. Disregard past tense verbs

- a. _____ Following the directions, the man drove slowly up the street.
- b. _____ When you are reading the paper, please keep the pages in order.
- c. _____ Building the expressway, the men carefully constructed each section.
- d. _____ Cautiously, the boys crept toward the closed door

INFINITIVES

Infinitives are verbal forms preceded by *to* and used as nouns, adjectives, and adverbs.

In the sentence *To forgive is to forget*, both the subject and the predicate nominative are infinitives. An infinitive used as a noun may also function as the object of a verb or preposition. In the following examples, infinitives are used as adjectives and adverbs.

The candidate *to watch* is Barry James. (adjective)

The train was ready *to leave*. (adverb)

In the first example, *to watch* modifies the noun *candidate* and is therefore an adjective. In the second example, the infinitive *to leave* modifies the adjective *ready* and is therefore an adverb.



Underline each infinitive and write in the blank whether it is used as a *noun*, an *adjective*, or an *adverb*.

- 1.31 _____ James hopes to succeed as a doctor.
- 1.32 _____ That type of person is hard to please.
- 1.33 _____ To change one's mind is not always wrong.
- 1.34 _____ She had planned to begin piano lessons last week.
- 1.35 _____ Jane wanted to forget about the matter.
- 1.36 _____ I am glad to know that.
- 1.37 _____ The witness was ready to tell the truth.
- 1.38 _____ Pennsylvania is a nice place to visit.
- 1.39 _____ A good book to read is *The Hiding Place*.
- 1.40 _____ One should not be afraid to try.
- 1.41 _____ She started to leave.

Complete these activities.

- 1.42 Underline the infinitive in each sentence. In the blank write *S* for subject, *DO* for direct object, or *PN* for predicate nominative.
 - a. _____ To win the poetry contest would be exciting.
 - b. _____ To tell a lie displeases God.
 - c. _____ He likes to be chief.
 - d. _____ Her ambition is to swim gracefully.
 - e. _____ He wants to ski in the winter months.

- 1.43** Underline the verbal or verb phrase, then write *P* for participle, *VP* for verb phrase, or *I* for infinitive in the blank.
- _____ The president is about to speak.
 - _____ Putting her sewing aside, she got up and answered the door.
 - _____ She was busily planning a party.
 - _____ He handed her the keys and asked her to drive.
 - _____ "Are you going to town tomorrow?" her neighbor asked.

Write five sentences using infinitives.

- 1.44 _____
- 1.45 _____
- 1.46 _____
- 1.47 _____
- 1.48 _____

GERUNDS

Gerunds are verbal forms ending in *-ing* and used as nouns. Like infinitives, they may function as subject, object, predicate nominative, or object of a preposition. In the sentence *Walking is her favorite exercise*, the gerund *walking* is

the subject. The gerund and the noun can be switched so that *walking* functions as a predicate nominative: *Her favorite exercise is walking*. Gerunds can be used in almost any way that nouns are used.





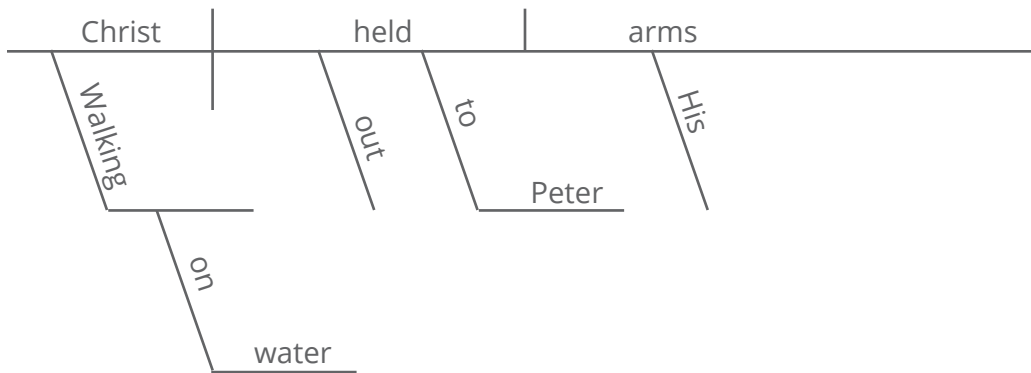
Complete these activities.

- 1.49** Underline the gerund and write in the blank whether it is used as a subject (*S*), direct object (*DO*), object of a preposition (*OP*) or predicate nominative (*PN*).
- _____ I enjoy walking in the country.
 - _____ Reckless driving is dangerous.
 - _____ Jogging is good exercise.
 - _____ A popular pastime is backpacking.
 - _____ John has finally lost interest in collecting stamps.
- 1.50** Underline the *-ing* form and identify it as part of a verb phrase, a participle, or a gerund. Write *VP*, *P*, or *G* in the blank.
- _____ Shouting for help, Mrs. Jones held on to her purse.
 - _____ Having no one to play with, the child turned to books for companionship.
 - _____ Kidnapping is a federal offense.
 - _____ Congress is passing a new, stronger law.
 - _____ Her reasoning seems to be sound.
 - _____ A thinking person will avoid foolish strife.
 - _____ Marilyn occupied herself by painting.
 - _____ Climbing the hill, Bob could see most of the town.
 - _____ Franklin was swimming in the private pool.
 - _____ Reading is more than word recognition.

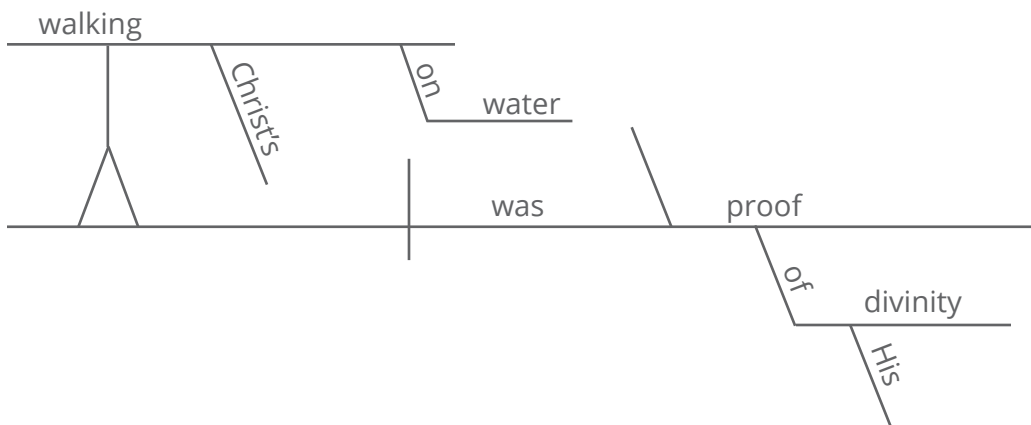
Because gerunds resemble present participles, it is often difficult to tell the difference. Determining the function of an *-ing* word in a sentence may be easier if you diagram the sentence. A gerund is placed on a platform to distinguish it from a common noun, and a participle is written partly on a slanting line as an adjective and partly on a horizontal line as a verb.

Compare the following sentences and their diagrams.

Walking on water, Christ held out His arms to Peter.



Christ's walking on water was proof of His divinity.



In the first example, *walking on water* is an adjective modifying Christ and is therefore a participle. In the second sentence, since *walking on water* is the subject, the verbal must be a gerund. Note the difference in the diagramming of a participle and a prepositional phrase. Also note that this style of diagramming differs slightly from the one used in English 901 and 910.



Diagram the following simple gerund sentences. If you need help, ask your teacher.

1.51 The family enjoyed sailing on weekends.

1.52 Sheep-raising is a major occupation in Wyoming.

1.53 The boy liked jumping on the trampoline.

1.54 Talking during class annoys others.

1.55 Reading can increase your vocabulary.

In the following sentences, change the italicized infinitives to gerunds.

1.56 _____ *To find* a penny is supposed to bring luck.

1.57 _____ His mission was *to bring* peace to the city.

1.58 _____ *To marry* the wrong person often causes unhappiness.

1.59 _____ *To walk* is good exercise.

1.60 _____ He likes *to go* camping.



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Underline the verbals in the following sentences, and identify each as a gerund (G), an infinitive (I), or a participle (P) (each part, 1 point).

- 1.01 _____ The child smiled cheerfully after scraping her knee.
- 1.02 _____ The swiftly flowing stream was icy cold.
- 1.03 _____ She wants to go to town.
- 1.04 _____ Bob enjoys listening to music.
- 1.05 _____ Jim likes to fish on Saturdays.
- 1.06 _____ Breathing hard, he forced himself in the race.
- 1.07 _____ Few pastimes are more enjoyable than reading.
- 1.08 _____ Riding a horse is an ordeal for me.
- 1.09 _____ The flying fox is actually a bat.
- 1.010 _____ Kathy picked up the pieces of broken glass.

Diagram the following gerund sentences (each answer, 3 points).

- 1.011 Skiing is fun.
- 1.012 The boy enjoyed fishing on weekends.
- 1.013 Walking builds strong leg muscles.

1.014 Her favorite sport is riding.

1.015 Dressing is a complicated ritual for my little sister.

Underline the gerund and write in the blank whether it is used as subject (S), direct object (DO), predicate nominative (PN), or object of preposition (OP) (each part, 1 point).

1.016 _____ He wrote a book on the fine points of running.

1.017 _____ Wrestling alligators seems both foolish and dangerous.

1.018 _____ John likes jogging, Great Danes, and sweet rolls.

1.019 _____ Besides eating, what does your baby sister do?

1.020 _____ *Philately* means stamp collecting.

Underline the infinitive and write in the blank whether it is used as a noun, an adjective, or an adverb (each part, 1 point).

1.021 _____ Check to see if the turkey is done.

1.022 _____ My mother has finally learned to ride my brother's motorcycle.

1.023 _____ It's time to go home.

1.024 _____ I don't really want to write that letter, but I should.

1.025 _____ She was quick to answer the difficult question.

Underline each participle and write in the blank the word it modifies (each part, 1 point).

1.026 _____ My teacher finds dangling participles unacceptable.

1.027 _____ The food dribbling down the child's chin made him look like a clown.

1.028 _____ Lying in the shade, the cow swished away flies with her tail.

1.029 _____ Reading from Ecclesiastes, the minister warned us of the vanity of riches.

1.030 _____ The essay, though written in 1810, is surprisingly modern.

Write one sentence each using a participle, an infinitive, and a gerund (each answer, 5 points).

1.031 participle _____

1.032 infinitive _____

1.033 gerund _____

Answer this item (this answer, 5 points).

1.034 Briefly explain the difference between a present participle and a gerund.

| | | | | |
|---|--------------------|----------------------|----------|------|
|  | SCORE _____ | TEACHER _____ | initials | date |
|---|--------------------|----------------------|----------|------|



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